

## **ADDENDUM**

**Following the Section 10 inspection of Huntington School, York the headteacher and governing body lodged a formal complaint with OFSTED regarding aspects of the report. After investigation OFSTED partially upheld some of the school's concerns.**

# INSPECTION REPORT

**HUNTINGTON SCHOOL**

YORK

LEA area: York

Unique reference number: 121673

Headteacher: Mr. Chris Bridge

Reporting inspector: Linda Humphreys  
7956

Dates of inspection: 2<sup>nd</sup> - 5<sup>th</sup> October 2000

Inspection number: 224025

Inspection carried out under Section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Comprehensive
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
School address:	Huntington Road Huntington York
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Appropriate authority:	The governing body
Name of chair of governors:	Ms. Liz McNeil
Date of previous inspection:	December 1995

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Huntington school, in York, is a mixed comprehensive school with Technology College status. With over 1500 pupils on roll, it is bigger than most secondary schools. It serves an economically diverse community, with very few pupils from ethnic minorities, and draws pupils from the north-eastern suburbs of York as well as from a more rural area. The proportion of pupils eligible for free school meals is below average, at 4.7 per cent. Sixteen per cent of pupils are on the register of special educational needs, of whom 1.7 per cent have statements of special educational needs. These percentages are below the national average. Attendance is above the average. When pupils enter the school, their attainment is above average. Although there have been minor changes to the area from which the school draws its pupils, the school is substantially the same as when it was last inspected.

### **HOW GOOD THE SCHOOL IS**

The school achieves standards which are well above average in attainment, attendance, and pupils' attitudes and behaviour, and most pupils make good progress. The majority of the teaching is at least good, although teaching is unsatisfactory in 5 per cent of lessons and poor in 3 per cent. Leadership and management are satisfactory. The school's strengths outweigh its weaknesses, and it provides satisfactory value for money.

### **WHAT THE SCHOOL DOES WELL**

- Standards are well above average, and most pupils make good progress.
- Attendance is above average.
- Pupils' attitudes to school and behaviour are very good.
- The majority of teaching is good, and nearly a quarter is very good.
- The school has established a system for setting targets for all pupils.

### **WHAT COULD BE IMPROVED**

- Standards in modern foreign languages in Key Stages 3 and 4 are unsatisfactory.
- Provision for pupils with special educational needs is unsatisfactory.
- Some teaching is unsatisfactory, and, in a very few instances, poor.
- Some parents are dissatisfied with communication and relationships with the school.
- Statutory requirements for religious education in Key Stage 4 and the Sixth Form are not met, and provision for spiritual development is poor.
- The target-setting system does not cater for the needs of all pupils in all subjects.
- The school does not provide a daily Act of Collective Worship.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1995. Since then, high standards have been maintained in results, attendance, and the quality of teaching. There have been some improvements: statutory requirements for physical education are now met and an all-weather pitch has been built, and there are effective assessment procedures in information and communications technology. Behaviour was satisfactory when the school was last inspected and it is now very good. There are some good innovations, such as Technology College status and the work on information and communications technology. However, some things have not been improved, such as the unsatisfactory and poor teaching, and the failure to meet statutory requirements for religious education. Provision for pupils with special educational needs is unsatisfactory, and some parents are concerned about their relationship with the school.

## STANDARDS

The table shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-Level/AS-Level examinations.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
GCSE examinations	A	A	A	A
A-Levels/AS-Levels	A*	A*	A	

<b>Key</b>	
<i>well above average</i>	<b>A</b>
<i>above average</i>	<b>B</b>
<i>average</i>	<b>C</b>
<i>below average</i>	<b>D</b>
<i>well below average</i>	<b>E</b>

Results at the end of Key Stage 3 in 1999 are well above the national average and above the average scored in similar schools, and results in 2000 are similar. The trend in the average points scored in English, mathematics and science from 1996 to 1999 was, however, below the national trend, and the average points scored fell again in 2000. GCSE results in 1999 are well above the national average, although lower than in 1998, but results in 2000 returned to the 1998 level. The 1999 results are well above the average scored in similar schools. The trend in average points scored from 1996 to 1999 is broadly in line with the national trend. Results in A-Level examinations in 1999 are well above the national average, completion rates in vocational courses are above average, and pass rates are well above the national average. Sixth form results in 2000 are similar; over the past four years these results have been consistent. The school's target for A\*-C grades is very ambitious, seeking to increase the percentage by 10 per cent. The majority of pupils make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards learning, and they work hard.
Behaviour, in and out of classrooms	Behaviour is very good in classrooms and in all aspects of school life.
Personal development and relationships	Relationships are good. Pupils respond confidently with the opportunities the school provides.
Attendance	Attendance is above the national average.

Attendance is above average and pupils are eager to learn, which helps them to reach high standards. Relationships are good, and pupils behave responsibly.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	good	good	good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is at least satisfactory in 92 per cent of lessons; it is good in 42 per cent, and very good in a further 20 per cent, with another three per cent of excellent teaching. Teaching is unsatisfactory in 5 per cent of lessons, and poor in a further 3 per cent. There is very good teaching in all age groups, but the quality is best in the Sixth Form. This high standard of teaching has many strong features, including good knowledge of the subject, careful planning, high expectations, and, in particular, skilful use of questions which enables pupils not only to extend their knowledge but to develop thinking and deepen understanding. Literacy and numeracy are well taught. Some pupils, particularly some with special educational needs, do not make good progress because their needs are not always well planned for. In the eight per cent of teaching which is less than satisfactory, the main shortcomings are poor planning and expectations which are too low.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in Key Stages 3 and 4, and good in the Sixth Form, but in Key Stage 4 and in the Sixth Form statutory requirements for religious education are not met.
Provision for pupils with special educational needs	The school meets statutory requirements for special educational needs, but curriculum planning and the way in which pupils' progress is monitored are unsatisfactory. Many pupils with special educational needs make satisfactory progress, and in some instances progress is good, but a significant number of pupils make unsatisfactory progress in some subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and cultural development is satisfactory, and provision for social development is good, but provision for spiritual development is poor.
How well the school cares for its pupils	Satisfactory, with some strengths and some weaker features.

The range of learning opportunities is satisfactory in both Key Stages 3 and 4, except that religious education is not taught beyond Key Stage 3. The Sixth Form curriculum is good: although there is no religious education, students are offered a wide choice of courses. Planning for pupils with special educational needs is unsatisfactory because clear targets are not set for them. Pupils' progress is not adequately monitored. The procedures to protect and support pupils generally work well, but pupils' progress is not adequately monitored.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provide clear educational direction and a sense of purpose.
How well the governors fulfil their responsibilities	Governors have a good understanding of the school's main priorities and of their role, and work well with the school to fulfil their responsibilities.
The school's evaluation of its performance	The school evaluates much of its work well, but does not use assessment data to evaluate progress precisely enough.
The strategic use of resources	Good use is made of resources to improve the quality of education provided and the standards achieved.

Senior managers and governors share a clear vision for the school and shape its work. The headteacher's leadership has been effective in maintaining high standards, in increasing consultation with staff, and in managing innovations such as Technology College status and the school's

information and communication technology company. Financial management is effective and efficient, and the principles of best value are applied well. However, there are some shortcomings in the way in which the school is managed. Statutory requirements for religious education and for collective worship are still not met, and the provision for spiritual development is poor. The provision for pupils with special educational needs is unsatisfactory, standards in modern foreign languages are relatively low, and there is still a significant proportion of unsatisfactory teaching. A significant proportion of parents feels that the school does not consult them enough or take their concerns seriously.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school expects pupils to work hard and do their best.</li> <li>• Pupils make good progress.</li> <li>• Teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about how their child is getting on.</li> <li>• The degree to which the school consults parents and works closely with them.</li> <li>• The way in which the school deals with parents when they have concerns.</li> <li>• The amount of homework set.</li> <li>• The range of activities available outside lessons.</li> </ul>

Inspectors' judgements agree with parents' positive views. The school expects pupils to work hard, most of the teaching is good and most pupils make good progress. The range of activities is similar to what is provided in many schools. As far as it was possible to judge during the inspection, the amount of homework is much the same as in most schools. Mechanisms for consulting parents are not effective in making all parents feel that their opinion is valued. The school has recognised the need for more effective communication with parents about the curriculum. Inspectors are unable to judge how the school deals with parents, but the proportion of parents who express serious concern about this is significant.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards are well above average and most pupils make good progress.**

1. When they enter the school, pupils have attained levels which are above average, and the proportion of pupils whose attainment is below average is small. This is borne out by the standards observed in work done at the beginning of Year 7. The results achieved at the end of Key Stage 3, in GCSE, and in A-Level examinations and vocational courses are well above average. The majority of pupils make good progress.
2. Results in national tests at the end of Key Stage 3 in 1999, in English, mathematics and science, are well above the national average and above the average scored in similar schools. The trend in the average points scored in the three core subjects of English, mathematics and science over the four years from 1996 to 1999 was, however, below the national trend, and the average points scored fell again in 2000.
3. Results in teachers' assessments in other subjects are also well above the national average, except in modern foreign languages, where results are well below average. Results in 2000 are similar, with some minor variations. Results in information technology show a steady rise over the past three years, and results in modern foreign languages also improved in 2000, although they are still well below what pupils achieve in other subjects.
4. In General Certificate of Secondary Education (GCSE) examinations in 1999, results are well above the national average for the percentage of pupils gaining five or more grades A\*-C, five or more grades A\*-G, and one or more grade A\*-G. However, these results are lower than those achieved in the previous year. Girls' results are only half as much above the national average as in previous years. Nevertheless, the 1999 GCSE results are well above the average scored in similar schools. When compared to the results of pupils who achieved similar Key Stage 3 scores in 1997, the school's 1999 GCSE results are also well above average.
5. Results improved in 2000. Whereas in 1999 61 per cent of pupils gained five or more grades A\*-C, in 2000 the figure was 67 per cent, which equalled the percentage gained in 1998. The proportion of pupils who gained one or more grade A\*-G rose in 2000 from 98 per cent to 100 per cent. The average points scored by pupils rose from 47.3 in 1999 to 47.8 in 2000, though pupils achieved fewer A\* and A grades than in the previous year. The trend in average points scored from 1996 to 1999 is broadly in line with the national trend.
6. Results in GCE Advanced Level examinations in 1999 are well above the national average, and results have been consistent over the previous four years. Results in 2000 also maintain this level. In 1999, completion rates in vocational courses are above average, and pass rates are well above the national average. Results in 2000 are similar, although the percentage of students gaining a pass with distinction is smaller than in 1999.

7. The school sets the statutory targets required, using the 'two plus two' formula it has chosen for its internal target-setting system. This refers to the aim that pupils should try to progress through two National Curriculum levels in each key stage. The school's target for the percentage of pupils gaining five or more GCSE grades A\*-C is 77 per cent. This is a very ambitious aim when the highest percentage achieved in the past four years is 67 per cent.

**Attendance is above average and pupils' attitudes to school and behaviour are very good.**

8. Pupils display very positive attitudes towards work and learning. They are eager to come to school: the attendance rate is above the national average and there are fewer than average instances of unauthorised absence. Pupils involve themselves enthusiastically in a wide range of activities and make the most of the range of opportunities provided. They listen attentively to the ideas and opinions of their peers, and express their own ideas with confidence. They sustain interest and concentration well, and their enjoyment of learning is very evident.

9. Behaviour is very good, both in classrooms and in all aspects of school life. Pupils are polite and courteous towards each other and towards adults. They respond positively to the high expectations of the code of behaviour, which is implemented consistently by staff. No instances of bullying or physically threatening attitudes were seen during the inspection. Pupils work constructively and co-operatively in pairs and small groups, and productively on their own.

10. Pupils are proud to be part of the school community and cope confidently with the demands and the opportunities which the school provides. A good range of extra-curricular activities at lunchtime and after school develops particular interests and aptitudes. Pupils leave the school as mature and confident young people.

11. Relationships between pupils and with adults are very good. In classrooms, pupils relate well to one another. They are supportive of each other, celebrate each other's successes, and are sensitive to one another's needs. Staff care about their pupils and work hard to respond to their needs and requests. Many give generously of their time both at lunchtime and after school to organise a variety of clubs and activities.

12. Pupils' respect for their environment is evident in the lack of graffiti and litter about the school and in the good condition of displays. At breaks and lunchtimes pupils appreciate the use of the relaxation areas of the school site. Pupils demonstrate particularly mature behaviour when queuing for food at lunchtime, and lunch is taken in a sociable way.

**The majority of teaching is good and nearly a quarter is very good.**

13. Teaching is at least satisfactory in 92 per cent of lessons. It is good in 42 per cent, very good in a further 20 per cent and excellent in another 3 per cent. There is very good teaching in all age groups, but the quality is best in the Sixth Form. In Sixth Form lessons, 32 per cent of teaching is very good and a further 5 per cent is excellent.

14. This high standard of teaching has many strong features. Most teachers have very good knowledge of their subject. This is evident in their familiarity with the requirements of external examinations, which they use to structure learning to prepare pupils for examination demands and ensure that they know how high marks may be gained. The characteristics of learning in a particular subject are sometimes well catered for; for example, there was an emphasis on using precise technical language in an art lesson with younger pupils, and, in a physical education lesson, pupils were given a variety of activities to enable them to plan, perform and also evaluate their skills. Pupils are keen to learn, and respond well to such opportunities.

15. Most lessons are carefully planned, well prepared, and well organised. Often links are made with what pupils have already learned, sometimes in a revision session at the beginning of the lesson, before moving on. Where classes are of mixed ability, work is sometimes carefully planned for the varying needs of different pupils. For example, in a mathematics lesson which began with a demanding mental mathematics warm-up activity, pupils who were slower at calculating were given a less demanding task to start with. This ensured that all pupils applied intellectual effort according to their capabilities, and all progressed well. In an information technology lesson an extension task was provided for those who worked rapidly. In some Sixth Form lessons, the approach is carefully designed, such as one-to-one discussions with students in an A-Level technology lesson. These focused on in-depth critical analysis of the student's work, requiring students to think critically about their work and justify their decisions. A geography lesson included tasks which developed pupils' speaking and writing skills. In a French A-Level lesson, a sequence of tasks had been designed to enable students to move from concrete to abstract thinking, and a sensitively judged commentary was skilfully interwoven with students' responses, to develop their knowledge and understanding of both the text and of the French language. As a result of this sort of teaching, pupils exert considerable intellectual effort and develop their thinking.

16. Teachers have high expectations of both pupils' behaviour and of their work. For example, in some modern foreign languages lessons teachers insist on accuracy of pronunciation and form. A history lesson on Germany in the 1930s required pupils to work with a high level of precision, which made all pupils try hard to reach that standard. In many lessons, pupils get through a large quantity of work.

17. A feature of the good teaching in this school is the skilful use of questions. Sometimes this is to be seen in a revision session to check recall of previous learning. Questioning is also used to develop thinking and deepen understanding. For example, in an English lesson where pupils were studying 'Macbeth', questions were carefully phrased to enable less able pupils to identify quotations from the play to illustrate their views, and the teacher made a point of gradually involving all pupils with sensitive questions which offered encouragement and support. Through such thoughtful questioning pupils acquire confidence and learn to be more independent in their learning.

18. Pupils are nearly always managed very well, and in most groups very good relationships promote a productive working atmosphere where pupils are confident to volunteer information and ask for help when necessary. Teachers generally know their pupils very well and use this knowledge to support and extend pupils' efforts. Excellent relationships ensured

that some pupils who were initially reluctant to participate in a physical education lesson involved themselves fully. A teacher managing a class in a computer room kept calm, efficient control of the many demands made on her as pupils worked at their own pace.

19. Resources are well used, such as when the slide of a seismic trace was used to get pupils to apply the knowledge they had acquired earlier in the lesson and develop their thinking. Time is also well used in most cases, and a brisk pace ensures that pupils complete good quantities of work. In an art lesson, the teacher reiterated the purpose of the task as pupils worked and suggested variations, and later reconvened the group to add further comments, which increased the pace of work and made sure pupils accomplished a lot of work.

20. Questioning is also used effectively to assess informally how much pupils remember or understand. Teachers pick up from pupils' responses where they are having problems, and consolidate or elucidate where necessary. In some classes, this practice is used to help pupils become aware of their strengths and weaknesses and to ask for help when they need it.

### **The school has established a system of setting targets for all pupils.**

21. The school has devised its own system for setting targets for each pupil. This is based on a simple formula: two plus two. The school chose this formula because it is a straightforward concept which pupils, parents and staff can understand, and because it leads to ambitious aims for GCSE results. A target is set for each pupil, based on two levels of improvement per key stage in that subject from a baseline calculated from attainment in English, mathematics and science, and performance in cognitive ability tests. This target is the same for the pupil in all subjects.

## **WHAT COULD BE IMPROVED**

### **Standards in modern foreign languages in Key Stages 3 and 4 are unsatisfactory.**

22. Standards in modern foreign languages in Key Stage 3 are well below the national average. In Key Stage 4, results in GCSE examinations are close to the national average, but significantly below the levels pupils attain in other subjects. Many pupils underachieve in this subject. The quality of teaching ranges from very good to poor. One example of each of very good, good, satisfactory, unsatisfactory and poor teaching was observed.

23. Schemes of work are clear and set out comprehensive details of the programme to be covered. There is both very good practice and poor practice in how lessons are planned and delivered.

24. Where teaching is unsatisfactory or poor, teachers' expectations of pupils are sometimes pitched too high and sometimes too low. In some cases in Key Stage 4, this is because underachievement in the previous key stage means that pupils have not acquired the language skills or the learning skills to enable them to operate at the required levels. There is unnecessary use of English when recording new work and as the stimulus for language

activities. Few pupils are confident to use the foreign language spontaneously. Some teachers use teaching strategies which are not appropriate. Learning a modern foreign language is a cumulative process, and so underachievement in the early stages has an effect on the standards achieved from then on.

25. However, these shortcomings contrast with the good practice seen in other lessons. For example, pupils in Year 8 beginning to study a second foreign language were challenged to sustain concentration through a lengthy session of oral repetition and question and answer, which ensured that they thoroughly learned a large quantity of new language and grammar. Very good skills of questioning and commenting were evident in a Sixth Form lesson. The teacher developed students' knowledge and understanding of the set text, and deepened their thinking by interweaving questions and comments in response to what students said. The commentary was sensitively judged so as to avoid dominating proceedings, and students made good progress.

### **Provision for pupils with special educational needs is unsatisfactory.**

26. The provision for pupils with special educational needs has some good features, but other key aspects are unsatisfactory.

27. Clear and comprehensive procedures are in place to identify pupils who have special educational needs on admission to the school. This reflects the efforts of the coordinator for special educational needs in developing strong links with local primary schools. The school is strongly committed to providing for pupils with special educational needs. This is reflected in staffing, resourcing and grouping arrangements, which have improved since the last inspection. Pupils with special educational needs are integrated fully into all aspects of school life. Link staff have been identified within subject areas. Arrangements to enhance access to the curriculum are good: smaller groups and in-class support of good quality improve pupils' learning. Statutory responsibilities in respect of statemented pupils are fully met. However, there is no coherent whole-school approach to meeting the needs of pupils with special educational needs.

28. The quality of pupils' individual education plans (IEP) is unsatisfactory because they do not identify clear and precise targets. It is therefore difficult for subject teachers to choose suitable targets when planning the curriculum for these pupils. There is no clear process through which individual needs are identified and appropriate targets drawn up. Nor is there any system to monitor the progress these pupils make, and to review and update their targets. Arrangements to ensure that staff receive IEPs and incorporate these into their planning and teaching are unsatisfactory. Individual education plans are not produced speedily enough. When the school was inspected at the beginning of October, plans were not yet in place for pupils in Year 7, and, although IEPs had been produced for pupils in other year groups, they had not yet been given to teachers.

29. Statutory requirements are met for the reviews of pupils at Stage 5 of the code of practice for special educational needs. However, the review arrangements for pupils at other stages are unsatisfactory. The reviews of pupils at Stages 2 and 3 of the code of practice do not identify in sufficient detail the progress which has been made towards the targets set. This is essential if new targets are to reflect accurately the needs of these pupils.

30. Many pupils with special educational needs make satisfactory progress, and some make good progress. In some subjects, however, a significant number of pupils make no progress in terms of National Curriculum levels in each key stage, particularly in mathematics. The school is also unable to identify accurately the progress which pupils make against targets drawn up to address their specific needs. This is because no clear targets have been set, and the progress which may have been made has not been consistently monitored.

31. There is little evidence of any targets having been set before November 1999. The data which is available at the end of Key Stages 3 and 4 is not analysed systematically to assess the amount of progress achieved, identify areas of concern, and celebrate success.

**Some teaching is unsatisfactory, and, in a very few instances, poor.**

32. Teaching is unsatisfactory in 5 per cent of lessons, and poor in a further 3 per cent. This occurs in more than one subject and with different age groups.

33. There are some common shortcomings. In most of these lessons, planning is inadequate. In some cases, little thought had been given to the objectives or the structure of the lesson, with the result that pupils learned very little, if anything. In a tutorial lesson on drugs education the opportunities presented by a video were wasted. Pupils were given simple writing tasks rather than the chance to develop their thinking, their moral discrimination, and the ability to express and receive opinions. One task in a modern foreign languages lesson was pitched too high for the pupils, and they were unable to learn from it. A lesson with a talk on health and safety from an invited speaker had not been planned carefully enough to ensure that pupils had opportunities for learning beyond gleaning relevant information from the wealth of detail presented.

34. Another common feature is that too little is expected of pupils. In a few instances, noisy or inattentive behaviour is not checked. Sometimes the work is pitched far too low, such as copying a sentence in a Year 10 lesson, or using too much English in foreign language learning. Occasionally, teachers are too keen to supply the answers to the questions they ask, before giving the pupils a chance to reply.

**Some parents are dissatisfied with communication and relationships with the school.**

35. Over one thousand parents responded to the invitation from the inspection team to express their views through a questionnaire and a meeting. The majority of parents are pleased with the work of the school. However, a significant number of parents, approximately one fifth of those who replied, do not feel that the school keeps them well informed or that the school works closely with parents. A slightly smaller number would not feel comfortable about approaching the school with questions or a problem.

36. The school has been aware for some time of the need for more effective communication with parents about the curriculum. In its development plan in January 2000, the school identified the fact

that communication with parents about how pupils are allocated to sets was inconsistent. Parents express concern about the way in which other information and decisions are communicated to them, such as the decision to reduce the numbers of pupils who would be allowed to study a second modern foreign language this year. They feel that parents are not involved enough in consultation before decisions are finalised, and that the reasons for decisions are not always fully explained. In the last two years the school has held some additional meetings for parents. A focus of many of these has been how parents can support their children with their school work.

37. Parents are also concerned about the way in which they, and sometimes their children, are treated. Some feel that sometimes little patience has been shown, and that, on occasions, the tone in which matters are dealt with is unsympathetic.

**Statutory requirements for religious education in Key Stage 4 and the Sixth Form are not met, and provision for spiritual development is poor.**

38. Religious education is well taught in Key Stage 3, and pupils respond well. In Key Stage 4, religious education is offered as a GCSE course, but no pupils currently follow this course in Year 10 or Year 11. Religious education is not timetabled as a discrete subject for pupils in Key Stage 4 or in the Sixth Form, and statutory requirements for its provision are not met. When the school was last inspected these requirements were not met. The governors' post-inspection action plan, dated 1997, gave a clear commitment to introduce religious education in Key Stage 4 and in the Sixth Form, and current school documentation claims that statutory requirements are met. However, this has not been done. The school's explanation is that there is not enough curriculum time available.

39. The provision for pupils' spiritual development is severely limited by the absence of religious education in Key Stage 4 and in the Sixth Form. The school does not provide a daily act of collective worship. The school is unable to gather all pupils together because there is no sufficiently large hall, and no alternative provision is made. Each year group meets for an assembly once a week and these gatherings include moral issues and, in some cases, opportunity for reflection. The school has published a policy document this year on pupils' spiritual and moral development, which was agreed by all staff and is of good quality. Some departments have included a reference to spiritual development in their documentation. However, there is no evidence of coherent practice, and provision for pupils' spiritual development is poor.

**The target-setting system does not cater for the needs of all pupils in all subjects.**

40. The 'two plus two' target setting system, although a good start, is not yet a refined instrument. The target for pupils in a subject other than the core subjects is not based on prior attainment in that subject. Such targets may not accurately reflect pupils' differences in aptitude across a range of subjects. Not enough use is being made at present of assessment data collected by individual subject departments, which are progressively improving and refining assessment procedures. Although there is a good system whereby form tutors monitor pupils' effort and behaviour, not all the available assessment data is used by them to track the academic progress of each pupil in all subjects. There is no use of comparative data

which is produced nationally to enable schools to evaluate performance. Consequently, no analysis is made at present of the progress made by pupils compared with that predicted by their prior attainment at an earlier key stage. For example, such an analysis would have shown up the lack of progress made in some subjects across Key Stage 3 and across Key Stage 4 by some pupils with special educational needs.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

41. In order to improve the quality of education offered to pupils and to make parents feel more confident in its relationship with them, the school should:

- Raise standards in modern foreign languages to the high levels attained in other subjects.
- Improve the provision for pupils with special educational needs by:
  - \* reviewing existing arrangements to ensure that the roles and responsibilities of all staff are clearly understood and implemented, and that the quality of provision is monitored more effectively through subject departments
  - \* improving the quality of IEPs and arrangements for communicating these to staff, so that all subject departments can plan better for pupils' needs
  - \* ensuring that the programme of drawing up IEPs and reviewing pupils' progress is implemented consistently
  - \* establishing adequate procedures for the reviews of all pupils with special educational needs
  - \* ensuring that available data is used to monitor the effectiveness of provision.
- Offer further support to raise the standard of teaching where it is unsatisfactory or poor.
- Improve relationships with parents by reviewing systems for dealing with parents' concerns, so that all parents feel confident that they will receive a sympathetic hearing and that action will be taken to allay their concerns.
- Meet statutory requirements for religious education in Key Stage 4 and in the Sixth Form.
- Improve provision for pupils' spiritual development.
- Develop the target-setting system so that it can respond to the individual needs of all pupils, and so that it takes account of how the school's results compare with all available data.

## **THE SIXTH FORM**

42. The Sixth Form is an effective feature of this school. At the time of the inspection, curriculum arrangements to meet the new requirements were in place and operating successfully. Six new subjects have been introduced this year, including one additional vocational course. The school has adopted an approach to ensuring that students' key skills are developed. This involves logging these skills across the curriculum during the first half of the year, in order to identify shortfalls which can be remedied in the second half with discrete teaching. In both Years 12 and 13, an appropriate range of subjects and courses is offered to students, including vocational courses at several levels. These include an innovative on-line course in information and communications technology.

43. Good standards are achieved in A-Level, AS-Level and vocational courses. Results in GCE A- and AS-Level examinations in 1999 are well above the national average, and results have been consistent at this level over the previous four years. Results in 2000 also maintained this level. In 1999, completion rates in vocational courses are above average and pass rates are well above the national average. Results in 2000 are similar, although the percentage of students gaining a pass with distinction is smaller than in 1999.

44. The programme for Sixth Form students does not include religious education. All students, except 36 in Year 12, follow a general studies course, which includes some experience of religious education, but the arrangement does not meet statutory requirements. Careers education is included, and students on vocational courses take part in work placements. There is a wide range of extra-curricular activities, and there is an emphasis on personal development on one afternoon per week. Students take part in a paired reading scheme, supporting younger pupils.

45. The cost-effectiveness of the Sixth Form is satisfactory.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	29

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	20	42	27	5	3	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Y7- Y11	Sixth form
Number of pupils on the school's roll	1219	263
Number of full-time pupils eligible for free school meals	66	6

#### **Special educational needs**

	Y7- Y11	Sixth form
Number of pupils with statements of special educational needs	25	0
Number of pupils on the school's special educational needs register	240	0

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	17

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	38

### *Attendance*

#### **Authorised absence**

	%
School data	6.1

#### **Unauthorised absence**

	%
School data	0.4

National comparative data	7.9
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National comparative data	1.1
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

*Attainment at the end of Key Stage 3*

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	113	126	239

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 5 and above	Boys	75	82	73
	Girls	109	98	97
	Total	184	180	170
Percentage of pupils at NC Level 5 or above	School	77 (74.4)	75 (74.1)	71 (72.3)
	National	63 (65)	62 (59)	55 (56)
Percentage of pupils at NC Level 6 or above	School	46 (39.5)	49 (47.7)	38 (45.4)
	National	28 (35)	38(36)	23 (27)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 5 and above	Boys	80	86	75
	Girls	111	101	97
	Total	191	187	172
Percentage of pupils at NC Level 5 or above	School	80 (84)	78 (72)	72 (73)
	National	64 (62)	64 (64)	60 (62)
Percentage of pupils at NC Level 6 or above	School	50 (54)	50 (39)	42 (43)
	National	31 (31)	37 (37)	28 (31)

*Percentages in brackets refer to the year before the latest reporting year.*

### *Attainment at the end of Key Stage 4*

Number of 15 year olds on roll in January of the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	127	130	257

<b>GCSE results</b>		<b>5 or more grades A* to C</b>	<b>5 or more grades A*-G</b>	<b>1 or more grades A*-G</b>
Numbers of pupils achieving the standard specified	Boys	78	122	124
	Girls	78	128	129
	Total	156	250	253
Percentage of pupils achieving the standard specified	School	61 (67)	97 (98)	98 (99)
	National	46.6 (44.4)	90.9 (89.6)	95.8 (95.1)

*Percentages in brackets refer to the year before the latest reporting year.*

<b>GCSE results</b>		<b>GCSE point score</b>
Average point score per pupil	School	47 (48.4)
	National	38.0 (37)

*Figures in brackets refer to the year before the latest reporting year.*

<b>Vocational qualifications</b>		<b>Number</b>	<b>% success rate</b>
Number studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	50	78.0
	National		N/A

### *Attainment at the end of the Sixth Form*

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-Level or AS-Level examinations	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	37	42	79

Average A/AS points score per candidate	For candidates entered for 2 or more A-Levels or equivalent			For candidates entered for fewer than 2 A-Levels or equivalent		
	Male	Female	All	Male	Female	All
<b>School</b>	22.3	24.7	23.6 (23.6)	9.3	5.0	6.9 ([ ])
<b>National</b>	17.1	18.1	17.9 (17.6)	2.7	2.8	2.8 (2.8)

*Figures in brackets refer to the year before the latest reporting year.*

Vocational qualifications		Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	71	92
	National		N/A

### *Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	1
Chinese	0
White	1472
Any other minority ethnic group	5

### *Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	1	0
Chinese	0	0
White	40	3
Other minority ethnic groups	0	0

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

### *Teachers and classes*

#### **Qualified teachers and classes:**

##### **Y7– Y13**

Total number of qualified teachers (FTE)	93.5
Number of pupils per qualified teacher	16.4

*FTE means full-time equivalent.*

#### **Education support staff: Y7– Y13**

Total number of education support staff	11
Total aggregate hours worked per week	209.5

#### **Deployment of teachers: Y7– Y13**

Percentage of time teachers spend in contact with classes	75.2
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#### **Average teaching group size: Y7 – Y13**

### *Financial information*

Financial year	<b>1999/2000</b>
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	<b>£</b>
Total income	3,808,389.00
Total expenditure	3,941,314.00
Expenditure per pupil	2,676.00
Balance brought forward from previous year	288,532.00
Balance carried forward to next year	155,607.00

Key Stage 3	24
Key Stage 4	22.3

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out  
 Number of questionnaires returned

1500
1070

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	26	59	10	4	1
My child is making good progress in school.	31	60	4	1	5
Behaviour in the school is good.	26	58	7	1	8
My child gets the right amount of work to do at home.	18	62	14	4	4
The teaching is good.	29	61	3	0	7
I am kept well informed about how my child is getting on.	21	49	19	3	7
I would feel comfortable about approaching the school with questions or a problem.	37	45	11	4	3
The school expects my child to work hard and achieve his or her best.	59	39	1	0	1
The school works closely with parents.	22	50	18	4	6
The school is well led and managed.	33	51	5	2	9
The school is helping my child become mature and responsible.	29	56	8	1	6
The school provides an interesting range of activities outside lessons.	22	48	12	2	16

**Other issues raised by parents**

A significant number of parents raised additional concerns. As well as individual issues, some concerns are shared by a number of families. They feel that there is no real partnership with parents because parents do not have a voice which is acted on constructively. They believe that academic success is sometimes pursued at the expense of personal development, and that the strict attention to rules sometimes does not promote the welfare of individual pupils. Some decisions have not been

well managed, in their opinion, in so far as there has been inadequate consultation with parents. They feel that a very small number of staff do not have good relationships with children.